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ABSTRACT

This booklet is a summary of the goals and objectives the school office regards as the focus for its 3-year plan, AD'74 or the Archdiocesan Design for the Future. The contents include: "Organic Curriculum," which presents the goals and subgoals for Catholic heritage, personalized learning, interdisciplinary content, community-wide resources, quality relationships, and value development; "Shared Decision Making," which presents goals and subgoals for shared staff responsibility, community-based decision making, client participation in problem solving, and accountability; "Extended Time-Space," which presents goals and subgoals for year round schools, community-wide classrooms, the lighted school house concept, individual transition within the schools, and open enrollment for adults, non-Catholic students, and nonparochial students; and "Intra-System Support," which presents goals and subgoals for communication, inservice programs, communication among staff personnel, planned evaluation and reporting, shared resources, and development of support models. (WR)

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GRAND DESIGN

CHRISTIAN EDUCATIONAL COMMUNITIES

GOALS

I. ORGANIC CURRICULUM

Sub Goals

A. Catholic Heritage
B. Personalized Learning
C. Interdisciplinary Content
D. Community-Wide Resources
E. Quality Relationships
F. Value Oriented

II. SHARED DECISION MAKING

Sub Goals

A. Shared Staff Responsibility
B. Community Based Decision Making
C. Client Participation in Problem Solving
D. Accountability

III. EXTENDED TIME-SPACE

Sub Goals

A. Year Round Schools
B. Community-Wide Classroom
C. Lighted School House
D. Open Enrollment
   - Adult
   - Non-Catholic
   - Non-Parochial
E. Individual Transition

IV. INTRA-SYSTEM SUPPORT

Sub Goals

A. Regular Communications
B. Scheduled In-Service Programs
C. Consistant Peer Support
D. Planned Evaluation and Reporting
E. Shared Resources
F. Development of Support Models

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AN AGENDA FOR CATHOLIC EDUCATION ISSUED BY THE CATHOLIC SCHOOL BOARD OF CHICAGO

JUNE 1972

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ARCHDIOCESAN DESIGN FOR THE FUTURE

INTRODUCTION

We, the schools of the Archdiocese realize that the society of today challenges us to a new style, a new design, a fresh start. In this world-yet-to-be the demands on children will take new shape and cause new problems. We believe the school is a creative force in helping students meet that world prepared for the new, the different, the unknown.

While accepting the challenge of the future, we gratefully acknowledge the treasure given us by our spiritual forefathers. This heritage we intend to preserve and enhance. We believe it is imperative that our schools continue to exist and not only exist but thrive and so continue to provide for the full development of our Catholic tradition.

We believe that we offer our country a rich gift through the educational service we perform in the communities we serve. Our alternate educational system provides a choice in education that is essential in keeping all schools responsive to the people. We pray that all people will join hands with us as we create, for the more we succeed the more all citizens will profit.

We recognize those realities brought to the educational system by its consumer; that the student has been conditioned by his experience and his environment before entering the classroom, and to a certain extent, conflicts, struggles and problems are already a part of his life; that the educator's experience and education influence his approach to the educational enterprise; that the society that shapes the milieu of the school and learning has also given rise to counter-cultures that displace the spirit, hinder the realization of potential and prevent the gospel from being the good news of freedom; that families often operate from limited self-awareness regarding the psychological, social, spiritual, intellectual and physical needs of students; and that material resources such as money, physical facilities and equipment are limited and often inadequate.

Despite these constraints, we believe that we have a responsibility to our students, the citizens of the future, and that it is within the power of the people in the educational system by dealing effectively with these realities through collective and concerted effort to neutralize these constraints and even to overcome them.

We accept the challenge of tomorrow, today. We share our plans with all who read these lines and invite all who hear us to come forward and share with us the enterprise of building, "Christian Educational Communities." It is to this Grand Design that all our energies are bent. It is this design that inspires our hopes and shapes all our work.

This booklet is a summary of the goals and objectives the school office regards as the focus for its three year plan, AD'74 or the Archdiocesan Design for the Future. 1974 is only a short distance away. Many of the program objectives listed here will only have been initiated by that time. We pledge our energies to making all these goals and objectives realities in the years ahead.

CHRISTIAN EDUCATIONAL COMMUNITIES

Each school in the Archdiocese must come to an awareness of its own reason for existence and of its purpose within the context of the mission of the Church. The Church has a three-fold mission: one, imparting the message of Jesus Christ; two, through the living out of the message of Jesus to advance the building of Christian Community; three, to show what the good news is by the quality and character of her life as a community. We in the Catholic schools draw our purpose and meaning from this context and function as one effective element in the Church's ministry for furthering these goals.

The first distinctive purpose of the Catholic school within the total teaching mission of the Church is declared in the statement of Vatican II's "Declaration of Education" when it says, "It (the Church) aims to create for the school community an atmosphere enlivened by the gospel spirit of freedom and love." It is from this statement we draw the central focus of our work. This statement embodies our Grand Design. What follows amplifies our understanding of what the Council taught.

COMMUNITY — Because the school is a part of the Church's ministry, the school should strive to be a strong Catholic community united in the conviction that Jesus is Lord. An atmosphere "enlivened by the Gospel Spirit" is dependent upon mutual trust and respect among faculty and students. Community is not a state that is achieved but rather an ideal toward which a group of people are continually working. A community is a group in which membership is valued in itself and for the support that it provides in the commitment to a common purpose. Members manifest concern for one another. They allow for and respect the diverse talents and limitations in one another. They share responsibility for the actions of the group and for procedures for handling conflict within the group. Members have clear and meaningful communication with one another.

EDUCATION — Because the school is an educational community, it has the responsibility of creating an environment in which all members, student, teacher, and administrator, can achieve maximum growth as a person. The school not only has the responsibility to use every possible resource to facilitate learning, but also to remove as far as possible obstacles to learning. It must constantly seek ways to improve educational materials and methods in relation to the members of the school community. It is, however, primarily within the creation of the "Gospel Spirit" that the Catholic school can exercise its strongest leadership and have its greatest value to society.

PRAYER — Because the school is a faith community, the development of a spirit of prayer and a sacramental ratification of the relationship with the Lord Jesus is basic to its existence. Faith is offered through community and grows through community in the Spirit. The school community not only affirms the Lordship of Jesus but publicly proclaims it by the sacramental life it lives.

SERVICE — Because true prayer impels us to action, a Catholic school is by its very nature committed to service. The school provides important leadership by devoting its efforts to the needs of others in its own locale and in the fostering of social consciousness and worldmindedness.

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GOALS AND SUB-GOALS

Our Grand Design asserts that the schools have a special role to play in educational leadership and innovation. The instructional program witnesses to the fact that the human race has moved from a static to a more dynamic evolutionary concept of reality. The content and the process of learning should be consistent with the way in which modern man experiences reality.

CATHOLIC HERITAGE

Our Catholic heritage is concerned with the gospel message that Jesus is Lord. This heritage has its origins in the Old Testament and more especially in God's definitive revelation of Himself through Christ in the New Testament. The person of Christ is central in the Church's developing understanding of itself and of the Christian message. Our heritage includes the present in which the Risen Lord abides in His Church and enlightens and strengthens His people through His Spirit. Our heritage looks also to the future. As the pilgrim people of God we are called to shape a world yet to be and thus to advance the coming of the Kingdom in its fulness.

Implications for our schools:

The history of salvation in the Old Testament is studied in order that the student will be aware of the gradual unfolding of God's redemptive plan.

The basic teachings of the New Testament are studied so that students will understand that the heart of the Christian message is that the Christ of the gospels is risen, active, and alive in the world through the Christian Community.

The development of the Catholic Church from its beginnings in apostolic times to the present are outlined so the student will not only understand its continuity through changing historical and cultural eras but will also be alert to its continuing need as a Church of sinful men to continually reform itself in the light of the gospel message.

In light of the teachings of Vatican II, special emphasis is directed toward the Christian in the present day so that the student will perceive that the people of God have a role to play in shaping the Church and that it is necessary for the Church to continually develop as a pilgrim people moving through history. The role of the Church as a social institution and its relationship to other social institutions receive special consideration not only historically but in its evolving role in the contemporary situation.

The student is familiar with the more outstanding elements of the Christian message as contained in authoritative documents of the Church.

Since the Kingdom of God was central to the preaching of Jesus, the student explores this theme in scripture and theological thought to understand the meaning of a commitment to the Kingdom of God.

PERSONALIZED LEARNING

The claim on personalized learning is rooted in the Christian message. Each person is made to the image and likeness of God, and it is each person's responsibility to discover and develop within himself his likeness to God.

While we have many things in common, we believe that each person is created uniquely with special gifts and limitations. The special way that we approach the individual is a recognition of this uniqueness. Our faith impels us to design instructional activities in ways that free the learner to develop his potential.

Implications for our schools: The Learner:

- Selects objectives appropriate to his needs and interests.
- Uses a variety of materials and methods to accomplish specific objectives.
- Uses multiple resources such as: older students, peers, staff in addition to educators, learning centers, parents, community organizations, businesses, etc. . .
- Works at a comfortable rate of speed which is reflected by his personal learning style.
- Works individually at times, and in small or large groups at other times.
- Shares his talent with others by acting as teacher to other students.

Educators learn about the student and his learning patterns through interviews, observation, and dialogues in order to guide students:

- In selecting appropriate objectives.
- In providing multiple materials to use in reaching the objectives.
- In working at a comfortable, challenging and realistic rate of speed.
- In assessing progress.

Educators continually search for and develop new materials, resources and methods, and provide these to help learners accomplish specific objectives.

Educators adapt to the needs of learners by using various modes of instruction:

- One-to-one
- Small-group
- Large-group
- Independent Study

INTERDISCIPLINARY CONTENT

All of creation can reveal God; God continues to reveal himself through man's pursuits of knowledge and learning. The organic nature of human learning demands an evolving curriculum based on a successful integration and assimilation of subject matter disciplines. Human learning cuts across artificially established subject matter lines. Integration of the disciplines must be purposefully directed to include all the dimensions of the students' learning experiences, including the theological and religious dimension. "Sacred" and "secular" are not two separate areas of reality, but two different ways of looking at the same reality.

Implications for our schools: The Learner:

- Participates in cooperative activities that provide options and produce integrated learning for life experiences.
- Freely engages the expertise of all available people resources for guidance in specific learning experiences.
- Discovers how clusters of concepts that have been learned are related in ways that lead to ever larger, more comprehensive concepts.
- Organizes his learning around unifying principles.
- Integrates his experiences into a unified vision of his total environment.
- Conducts independent investigations that may or may not have a direct bearing upon the preplanned sequence of experiences.
- Acts in a manner which allows him to live with understanding, creativity, and harmony in the universe.

The Educator:

- Encourages students to seek advice and information from specialists both in school and without when needed.
- Provides a list for students of available resource people and materials.
- Provides experiences for students aimed at a synthesis of concepts learned and skills developed.
- Provides for and encourages the student to engage in independent investigations which may or may not have a direct bearing upon the preplanned sequence of experiences.
- Engages in activities outside his own area of expertise but which have a direct bearing on his and the student's ability to live with understanding, creativity, and harmony in the universe.
- Generalist and specialist pool their knowledge to create, select, adapt, and assess materials for and with the learner.
- The specialist functions as a generalist in all learning processes in addition to functioning as a resource person in his own speciality.

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COMMUNITY-WIDE RESOURCES

Each man understands his world from a special vantage point. He claims as his own "truth" as seen through his experience. The student faces other men who have world views that challenge his own. Dialogue is a major focus of the Catholic school. Through its program, it seeks to expand each man's view and enhance all who are seekers of wisdom. At the same time the school claims no corner on truth but searches for the Spirit of God wherever it may be found. In our search for truth, we must draw upon every available resource.

Implications for our schools:

- Community persons share their experiential, educational, and cultural backgrounds with students.
- Persons from special agencies interpret their specific functions within a community.
- The learner participates in field trips to a variety of places for resources: historical, cultural, recreational, civic, business, religious and social agencies.
- The neighboring schools share educational personnel and facilities with each other.

QUALITY RELATIONS

The surest sign of the reality of the presence of God is in the quality of the relations which we experience.

Implications for our schools: The Administrator demonstrates the following skills:

- Clearly and directly states his purposes, constructs, beliefs and expectations of others: staff and students.
- Is willing to have his constructs and beliefs challenged.
- Accepts and supports innovative ideas in cooperation with the staff.
- Decides issues on the basis of merit rather than on bureaucratic rules.
- Is person-oriented and democratic in staff or faculty meetings: by drawing on the resource potential of his staff, students and community; by facing and openly confronting personal emotional frictions; by accepting feedback and using it as constructive insight.
- Provides an environment that invites people to meet together and to share.

The Educator is able to:

- Listen to ideas and feelings of students.
- Respond constructively to the innovative, challenging and creative ideas which emerge in students.
- Place a greater emphasis on the relations with his students than on course content.
- Work out interpersonal frictions and problems with students.
- Develop an environment that generates a sense of wonder, spontaneity, creative thinking, independent and self-directed response.

The Student is able to:

- Work through positive and negative feelings toward a realistic relationship.
- Devote his energy to learning because he feels less fear of continual judgment and punishment.
- Discover his responsibility for his own learning, as he becomes a participant in the learning process.
- Explore and pursue exciting avenues of learning, with the assurance that his teachers will understand and support him.
- Discover that the learning process enables him to grapple directly and personally with the problem of the meaning of his life.
- Willingly share his ideas, abilities, and materials with his peers and co-workers.

The Parents:

- Assume an active and responsible role in the policy-making of the school.
- Contribute their own talents and time to the education of the children.
- Participate in various school projects.
- Are open to the challenge of the educational environment of the school.
- Reinforce the students' learning through mutual interest and home experiences.

VALUE ORIENTED

Because children and young people should be encouraged to weigh values with an upright conscience, we build our curriculum around values.

Implications for our schools:

- Emphasis is placed on problem solving, inquiry, (investigating, questioning) and discovery.
- Opportunities are provided for the learner to use his own judgment in the solving of problems or in finding alternate solutions to the problem with supportive guidance in living with the consequences of that solution.
- Emphasis is placed on how a child arrives at a solution rather than on the solution itself.
- Alternative values are explained in all content areas and processes.
- Experiences in the learning situation demand flexibility on the part of learner and educator.
- Attention is paid to the feelings of the students as well as to the content of learning.
- Emphasis is placed on the learner's knowledge of himself - his limitations, his strengths, and his behavior patterns with opporutnities provided to verbalize these.
- Opportunities are provided for learners to discuss their ideas, to identify and verbalize their values and to have these challenged by others.
- The student makes responsible choices on evidence or conclusions presented to him with opportunity to evaluate his choice.
- The educator respects the choice of the learner even though it may be contrary to his.
- Knowledge is presented as open to further examination and explanation.

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The truth is partial unless it is tested in the community. The Spirit creates and unifies in dialogue which is necessary for shared decision-making.

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SHARED STAFF RESPONSIBILITY

The Catholic school builds up the faculty as a decision-making society. The strength of a school is secure when it invites and actually develops plans that respect the rightful role of teachers as part of a decision-making professional team.

Implications for our schools: The staff participates in the process of:

- Developing a philosophy for their learning center.
- Defining the evolving roles of staff and all related personnel as new needs arise.
- Planning: by means of identifying the direction for the educational enterprise.
- Programing: developing means to implement the plan.
- Budgeting: developing priorities within the budget on a regular basis.
- Evaluating: assessing the outcomes of the education process.

COMMUNITY BASED DECISION-MAKING

Catholic schools are an extension, a service, an integral part of the total faith community, the parish, and the Archdiocese. As such, they need both the professional competence of the educators who direct and staff them, and the insights, experience, and support of parents and parishioners. As with any service based institution, the school is as adequate as its response to the children, parents, and parishioners for whom it exists. In the collegial spirit of our times, the school looks to the community for direction and joins with it in the shared decision-making that will enable the school to reach its agreed-upon goals.

Implications for our schools:

- Every local school has a policy making school board.
- The local school board is composed of elected representative members of parents with children currently enrolled in the school, and parishioners who do not have children in school.
- The local school board affirms Archdiocesan policy and within that broad framework develops local policy that gives to the school its thrust and its direction, and enables it to reach its goal of being a Christian Educational Community.
- The local school has a home-school association that acts as a forum where teachers and parents are able to hear one another, share concerns, and work for the on-going improvement of the educational program.

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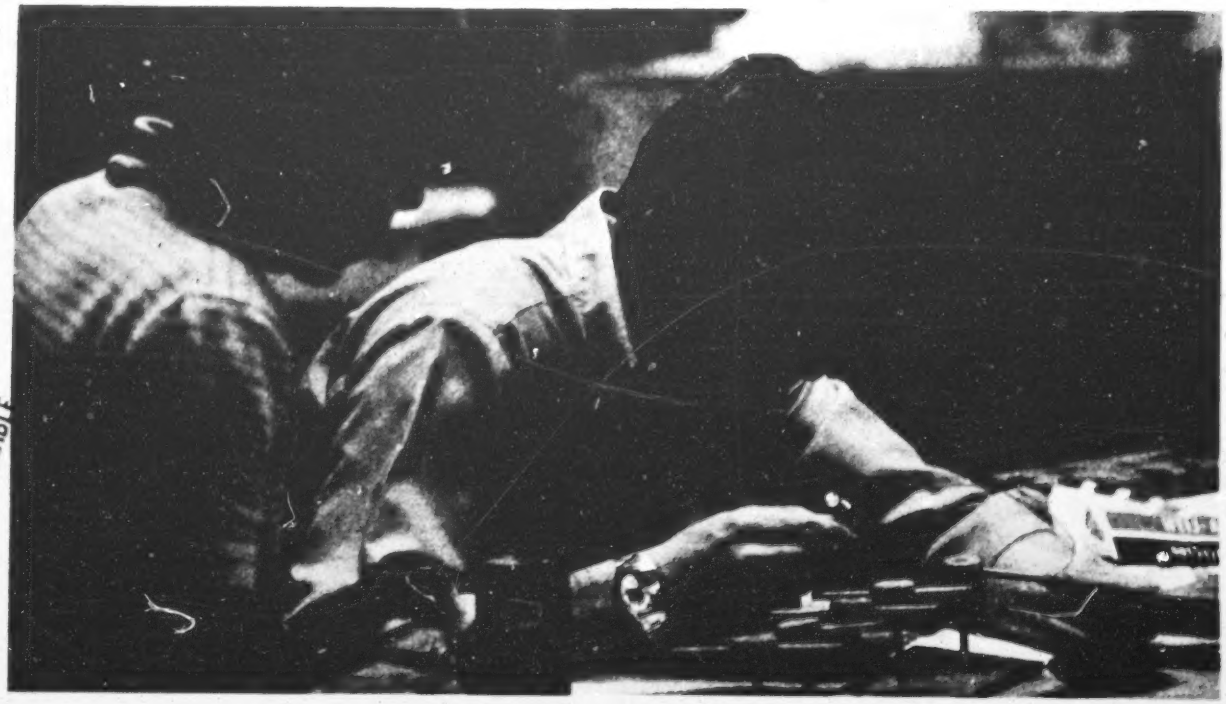

CLIENT PARTICIPATION IN PROBLEM-SOLVING

Parents and students are integral participants in the school. They have an essential role to play in the solving of problems at all levels.

Implications for our schools:

- Administrators poll parents and students concerning their attitudes, goals, and vision in relationship to learning environment, educators, students, and the community.
- Parents and students have a significant advisory role within the school in the area of:
  - identifying and interpreting values and/or problems operative in the community,
  - identifying curriculum content, instructional process and experiences revelant to the local community,
  - developing priorities within the budget, and
  - evaluating what is happening.

ACCOUNTABILITY

The school has a responsibility to the parents and larger community to show the ways in which the charge given the school is being fulfilled.

Implications for our schools:
- Values operative in the community are recognized and dealt with in the educational process.
- Progress of the curriculum program is communicated to the community.
- The financial status and projections grow out of shared understanding.
- Outcomes of the educational process are communicated to the parents and parish regularly.

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The gospel message cannot be limited by age or time or place -- it calls us to expand our defintions and to question the givens. School structures must serve the mandate, "Go teach all nations."

YEAR-ROUND SCHOOLS

Year-round school is one way in which schools are fashioned out of needs. "When school should be" can only be solved when we answer the question, "What needs should the school serve?"

Implications for our schools:

- School facilities are utilized for twelve months.
- A variety of personnel employment patterns are utilized to insure year-round staffing and increased opportunities for personal and professional development.
- Schools provide attendance patterns by which students profitably utilize the facilities and resources throughout the year as their own capabilities and objectives dictate.
- A variety of scheduling plans are in operation. Some possible types are:

Quarter System
- student body divided into four groups
- each group attends school three months - (one group absent each period)
- teachers have option of three or four quarters

Voluntary Additional Quarter
- full 48 week school year (four quarters)
- no involuntary division of students into groups
- students in continuous attendance the year round with one month vacation
- fourth quarter offered on a voluntary basis with students and teachers strongly encouraged to participate
- summer is an integral part of the school year

Extended Double Semester System
- a 210-day school year
- teachers employed on a twelve month basis
- variant type - mid-August to late January, late January to late June
- pupils in school four hours a day for eleven months of the year -- teachers work eight hours with time given to teaching, administration, and professional improvement. Two shifts of pupils each having its own group of teachers.

Personalized System
- Schools provide attendance patterns by which students profitably utilize the facilities and resources throughout the year as their own capabilities and objectives dictate with approval of parents.

COMMUNITY-WIDE CLASSROOM

Archdiocesan schools are characterized by an expanding concept of classroom which includes the community; i.e., neighborhood, city, United States, the world.

Implications for our schools:

- The world is the matrix and life-giving force for the educational process.
- Students have the option to select first-hand experiences in fine arts, industrial arts and vocational arts whenever and wherever possible and practical.
- Students participate in the operations of:
  - religious institutions
  - health care facilities
  - social agencies
  - civic organizations
  - business
  - professions
  - cultural centers
  - industrial centers
  - recreation and sports events
  - agricultural sites
  - communication centers
- This participation occurs both by means of on-site learning, and by means of appearances at schools by representatives of the agencies or organizations.

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LIGHTED SCHOOL HOUSE

The lighted school-house concept points the way for schools to use their facilities at hours other than presently practiced, from early morning until late at night for a wide variety of educational opportunities.

Implications for our schools:

- Formal learning situations are expanded into the morning and evening.
- Internship and in-service programs are offered in off hours.
- Availability of resource centers, fine arts, industrial arts, vocational arts, and physical education facilities is practiced on an expanded scale.
- Availability of meeting rooms for forums on social issues, study groups, sessions on civic matters, e.g., counseling and rehabilitation services is practiced.
- Day-care and/or early childhood learning is developed.
- Enrichment for senior citizens is designed.
- Leisure activities are encouraged.

OPEN ENROLLMENT

Archdiocesan schools practice open enrollment for all students regardless of age, color, or creed.

Implications for our schools:

- School programs exist which meet the needs and desires of a diversity of students: young children, adults, senior citizens, and/or a cross-section of these groups.
- Adults/parents become integral participants of school programs as formal learners, interns, or assistants.
- Students (or their parents) choose to enroll in schools because of interest in individual programs or learning approaches rather than because of parish location.
- Schools exist as centers for reciprocal ecumenical sharing.
- Families use the schools as a means for learning together.
- Schools are recognized and utilized as neighborhood centers of learning.

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INDIVIDUAL TRANSITION

In the past children had to get ready for school. In the future the school has to get ready for students. Each learning person has a learning pattern uniquely his own. His progress through and matriculation from any of our schools should be based upon his learning pattern not on arbitrary dates.

Implications for our schools:

- The admissions policy of a school is based on the needs and desires of individual students (and/or parents, in cases where this applies) together with the ability of the school to respond to these needs and desires; this means admissions occur at any time of the year.
- Entrance and termination dates are not pre-determined, or are flexible according to the learning model employed by the school.
- Significant completion points of the learning process are determined by the students (or parents, where this applies) through dialogue with educators.
- The schools follow guidelines for completion ceremonies based on their adopted learning-approach model.

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Concern for one another is the whole of the law. St. James writes, "My brothers, what good is it to profess faith without practicing it?" (James i:14) "Service to one another is central to that faith and the rationale for the whole existence of our school system."

COMMUNICATION

Clear, concise communication to each participant in a school system as large as the Archdiocese is both problematic and challenging. However, if members within the system form a community broader and more extensive than their local group, every possible means of communication must be utilized in order to provide understanding, support, and professional development, and to unite all members toward common goals.

Implications for our schools:
- All the means of social communication are used regularly by the system to communicate and educate.
- Channels for the exchange of information on a wide range of educational developments are set up.

SCHEDULED IN-SERVICE PROGRAMS

Professional development is an ever present component of every group involved in the school. In-service programs must be creatively designed to solve the constant need for better ways of operating.

Implications for our schools:

- Workshops using various formats are designed.
- Courses designed to meet the professional needs of our teachers are created.
- Internship courses for teacher assistants, paraprofessionals and volunteers are programed.
- Tapes, films, TV productions, etc., are developed for courses with credit and degrees appropriate to teacher needs.

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CONSISTENT PEER SUPPORT

The best hope for lasting excellence in our schools will come through helping school staffs think through their problems for themselves and formulate their own solutions. Classroom professionals who face practical problems day after day and who are in communication with each other have a better chance of providing the relevant help needed to support better teaching.

Implications for our schools:

- Teachers and faculties identify with target-group schools and the use of group norms as a principal of action.
- School faculties visit one another regularly to discover and share ideas.
- Faculties from various schools assemble for the purpose of in-service or dialogue on school issues - such as identification of common problems and exchange of information, etc.
- Resource people within the school help others in their own and in other groups.
- Peer group resource people act as change agents in the schools.
- Peer group resource people call meetings of groups and engage in dialogue with the total group or sub-group.
- Clusters of schools generate and develop their own plans, design and implement their own evaluation procedures.

PLANNED EVALUATION AND REPORTING

Evaluation is one of the most important components of education design. Both "what is evaluated (the content) as well as "how" the content is evaluated (the process) determines to a large extent the educational design of the school.

Implications for our schools:

- Archdiocesan programs are regularly and periodically evaluated as related to the overall design with its goals and sub-goals.
- Each support-group of schools, each local school, each educator and educator team uses evaluation instruments of various kinds (written, conferences, visitation, etc.) to check progress and correct discrepancies as related to the Grand Design with its goals and sub-goals.
- Regular and periodic reports of above evaluations, and reports of progress and plans are given to students, various school boards, parents, religious agencies, the local community, and the general public. These reports will be given through various means: paper-instruments, the media, conferences in large and small groups.

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SHARED RESOURCES

The pool of knowledge and practical management needed for good educational practices in large part is presently existent within the schools operating in our Archdiocese. This source of help must be tapped.

Implications for our schools:
- Faculties, individually and in groups, utilize workshop sites, professional educators' labs, and/or teacher-resource centers for increasing their collective and individual professional growth.
- Educators continuously and consistently share internal and external resources such as personnel, facilities, ideas, materials, etc.
- Archdiocesan educators engage in research and in activities such as development of materials, instructional models, evaluation procedures, etc.

SUPPORT MODELS

Catholic education is an alternative system to public education. The philosophy of the Archdiocesan School System encourages a number of proven instructional designs that create alternatives for our children.

Through these programs schools are organized according to specific model designs which include organizational structure, teaching process, defined external relationships and a comprehensive support mechanism.

Implications for our schools. - Individually Guided Education

I. G. E. is a system for improving instruction with variations according to an individual's ability, learning style, and rate of learning. I. G. E. is an in-service training program for teachers that leads to an individualized learning program at the elementary level.

The I. G. E. system has these features:

- A well-defined structure that advocates appropriate educational decision-making at various levels, thus increasing the opportunities for staff, pupils, and parents to contribute to the instructional plan.
- An educational process that combines clearly stated instructional objectives with continuing assessment of pupil progress and learning styles.
- Sets of alternative curricular designs and materials which can be adopted or adapted by individual schools to suit the characteristics of the students attending the particular school.
- A diversified multi-media environment which encourages self-directed learning.
- A program of home-school communication which reinforces the school's efforts by generating interest and encouragement by parents and other adults in the community whose attitudes influence pupil motivation and learning.
- An alliance of schools and support agencies which constantly provides new ideas and consultant help.
- Sets of alternative courses of action which can be adopted or adapted for individual schools.

- E-Project Schools

The E-Project has as its basis a philosophy of openness -- an approach that begins with the child's experiences because children by nature are learners. Learning occurs most naturally during those times of intense involvement, during active doing, and as a part of living. Learning results from experiencing and being able to express one's feeling both verbally and written. It is important to understanding that learning occurs easiest and most thoroughly when interest and personal motivation are high.

Much experience and research suggests that children learn in different ways, at different times, from things around them that interest them, and from each other, and that children learn fastest when sparked by their own interests. And so, the E-Project is characterized by three operating principles:

- The body of human knowledge is a dynamic reality, growing and changing with each successive generation.
- Human nature and the nature of human learning necessitate a personalized sequence for all educational experience.
- There must be a shift in the reciprocal roles of the teacher and student.

In the open school the timetable for learning is within the child himself rather than artificially. There is no set sequence for learning. Each student has his own. The school's task is to provide an environment in which skills for effective living are important and needed, a climate which supports and nutures - one that is safe and exciting, and stimulates activities for the mind to speculate about and to explore.

The E-Project has the following elements:

A School Organizational Plan
- which is designed according to the principles of collegiality.

An E-Project Learning Pattern
- which attempts to create classroom environments responsive to the individual needs of students as well as to the styles of the teachers.
- which provides flexible and diversified learning experiences.

Home School Communication
- which implements a planned program of parent communication utilizing media releases, participatory activities, and advisory involvement activities.

A League Linkage
- which provides participation in the communication activities of a league of cooperating schools.

- Schools That Are Restructuring Themselves

Both I. G. E. and E-Project make some assumptions about the nature of learning and the learner. START is a process model.

It is a design for in-service to schools that allows each school to electively establish its own content for instructional planning while the consultant helps provide a framework in which this content can be developed and ultimately implemented in the instructional programs of the school. It draws upon the experience of I. G. E. and E-Project in the support system it creates, but never imposes the direction a school might take.

- Traditionally Structured Schools

Many of our schools have created an excellence in traditional school design. Far more important than the specific organization or educational enterprise is the attitude with which teachers, administrators, and whole schools approach education. Schools that are graded, or classrooms that are self-contained are not structures that prevent meeting individual differences in students. When a school manifests a belief in the difference in children and the need to organize energies to meet those differences, structure is merely a means to achieve that end. Whether the structure changes rapidly or remains familiar, that structure must serve the purpose of educating the child according to his needs and abilities.

As in the other designs, traditional schools recognize the established research:

- that each child is unique
- that he learns at different rates and in different ways
- that the work of the teacher must be directed toward finding the best possible learning design for each student

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The goals have been stated. What the goals mean in terms of the external operation of the school has been listed in the implications under each goal. But this is not the end. Every program offered for our teachers is directed toward accomplishing the goals set forth in this book. These programs can be found in the Creative Learning Environments Book, the monthly programs calendar, and special communications that will be sent to the schools periodically during the year. We do not intend to leave you with merely a book. We as a staff of the Archdiocesan School Board are available to serve and are willing to help in any way possible. The task before us is, through united efforts, to transform these goals and objectives into realities in each of our Catholic educational institutions.